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Report of current programs for superior students in California high schools, junior colleges, and 4-year colleges and universities. Honors courses in 4-year colleges are divided into four groups: Upper division courses related to major; individual study; special sections for better students; and colloquium-type classes, increasingly open to freshmen and sophomores. Discussion includes policies toward accelerated high school students and acceleration and enrichment in high schools and junior colleges.

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HOW CAN THE SUPERIOR STUDENT BEST BE SERVED?

At the meeting of the combined committee that set the agenda for this series of meetings it was decided that the joint session should concern itself with a panel discussion on "How Can the Superior Student Best Be Served," and I was asked to prepare the initial report about which the panel members could organize their discussion.

Definition of Terms

Probably no single problem is more important in the consideration of special educational programs for superior students than is the definition of terms. Words like "gifted," "superior," "academically talented," "enrichment," "honors programs," "acceleration," mean different things to different people, or in different parts of the United States or the world. "Honors programs" in Canada, for example, means not only programs limited to superior students, but also specialized curricula, while in the United States "honors programs" are essentially educational procedures resulting in an enriched program, either supplementary to or substituting for a regular major program. In order that you may know what I am talking about, I submit herewith a series of arbitrary definitions -- I am not optimistic as to their general acceptance, but it may help in our present discussion if we know what I am talking about; each of you, both in the panel and the whole group, have the same privilege of individual definition, but in your discussion you should make it clear that your definition differs from that given here, if indeed it does differ.

"Gifted," "superior," "academical y talented," as used in this report refer to the top 3% (above 130 IQ, approximately) or at most to the top 5% (above 125 IQ, approximately) of high school graduates, as measured by aptitude or intelligence tests and by scholastic performance in academic

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type subjects -- English, mathematics, science, foreign language, social studies. It is important that both mental ability and scholastic performance be included; scholastic performance is still our best measure of those personality traits related to academic success -- motivation, persistence, good habits of study, desire for excellence. The problem of definition becomes important when one realizes that the North Central experiment deals with approximately the top 25% of high school students; and further that the word "gifted" may include special abilities of a manual nature that are sometimes, because of extreme motivation, antagonistic to academic performance of high quality.

The word "acceleration" in this report will be used to indicate either of two procedures: work for credit beyond the level of regular classification (such as algebra or foreign language in the 8th grade, or college credit classes in the 12th grade); and work designed to promote the student to a school level above that ordinarily attained in regular sequence. It is recognized, of course, that in its first meaning there may be no shortening of the total school or college program.

"Enrichment" includes special work of any type designed to give the superior student a greater command of his subject than is normally expected but does not include extra "credit" or acceleration in educational level. At the lower level this may take the form of additional elective subjects, special assignments or opportunities in regular classes, organized extra-curricular activities aimed at development of leadership or special abilities. At the higher level "enrichment" would include "honors programs" not ordinarily open to students of a lower caliber.

I like the word "intensification" -- I learned it from an English teacher, of whom I asked a description of the content of the University's English 1A. His reply -- an oversimplified one, to be sure -- was that

"English 1A is an intensification of Subject A". While "enrichment" implies additional material to be studied, "intensification" means rather improvement in quality, greater mastery, more severe grading standards -- an emphasis on quality rather than quantity.

Honors courses (enrichment) in the four-year colleges

The four-year college honors courses are of four general types:

1. Upper division courses related to the major -- such courses may occasionally be interdisciplinary;
2. Individual study, usually also limited to upper division students;
3. Special sections for the better students;
4. Colloquium-type classes, increasingly open to sophomores and, occasionally, to freshmen.

The departmental honors work may be supplementary to required courses, or as at University of Southern California, may substitute for a substantial part of the ordinary program (similar to Canadian practice). Because such programs are largely limited to upper division students, description falls largely outside the purpose of this report. Stanford, University of Southern California, University of California, Fresno State College, La Sierra College, San Francisco State College, Mills College, and Claremont Men's College have such departmental programs. Occidental College is inaugurating "interdisciplinary" studies for superior students next year.

Sectioning on the basis of ability may be found in a number of institutions -- Chemistry 1A at the University of California, Berkeley; English and Speech at Occidental; English at California Western; American Civilization and Institutions, English, and Foreign Language at U.S.C.;

History of Western Civilization, Introduction to Sociology and Introduction to Psychology at Stanford; Creative Writing (English 6.1.2 Basic Communications) and Social Science 20 at San Francisco State.

Most interesting of the recent developments, to my mind, is the effort to start various types of honors programs at the freshman and sophomore level. The Able Student Program at the University of Redlands emphasizes individual study. The seminar or colloquium type of class has been in use at the San Francisco College for Women for several years. San Francisco State has a Business Division Seminar directed toward special study of a given large enterprise (American Can), with participation in that enterprise under joint direction of its managing officials and the College faculty. A committee from the University of California discussed at length a colloquium-type program for freshmen and sophomores in four fields: physical sciences; life sciences; social sciences; and humanities. Extensive reading and group discussion would characterize such classes, which would make up about 1/5 of the student's program. Freshman candidates would be selected from the Honors at Entrance group, and would continue only on achievement of "B" average scholarship.

In the February 1959 bulletin of the Inter-University Committee on the Superior Student, Professor Hugh G. J. Aitken of the Riverside campus of the University of California takes "A Hard Look at Honors Programs." Mr. Aitken fears first that available staff cannot be made available for honors courses in view of the number of students the colleges will have in the next few years. His second fear is worth quoting:

> "Honors programs typically involve the establishment of new courses or new sections that are open only to students of superior ability. Since students, like instructors, have only a given quantum of time per day, this has the effect of removing such superior students from the regular classes and sections, and thereby from their less talented brethren. Even if we grant that the superior students will benefit from this procedure,

can we be sure that the others will not be injured? Every instructor knows, I am sure, that a class with a few really bright students in it is much easier to teach than one composed solely of the run-of-the-mill. The bright students constitute an invaluable resource that the instructor can utilize for the benefit of the class as a whole. Remove these students and you have done more than just subtract so many heads: you have changed the nature of the whole class in an organic sense. If this is so -- if the removal of the superior students affects the behavior of the residue -- then it becomes illogical to appraise the benefits of an Honors program solely in terms of what happens to those in the program. You cannot remove the yeast and hope to bake good bread.

"To summarize, I would suggest that Honors programs, in the immediate future, are feasible only in colleges that can limit enrollment; and that they are desirable only if they involve a net addition to the course-load of the student, so that he is not removed from his regular classes. I would make one further point, though with some hesitation, for fear of being misunderstood. I am skeptical of proposals for Honors programs that emanate solely from Deans, Chairmen of Departments, and senior professors. The burden of such programs, if they are instituted, will largely fall not on these gentlemen but on the journeymen of the academic profession -- the instructors and assistant professors, for the most part -- and it will be felt in terms of pressures for increased teaching loads, with a consequent reduction in the time permitted for reading, writing and thinking. Just as an Honors program has "costs" for the students not in the program, so it has "costs" for those responsible for teaching in it, and these costs may in the long run be serious. The years ahead will generate enough pressures of this kind without adding to them by educational innovations which, however meritorious in principle, are inappropriate at this time. Our resources of academic manpower are scarce; let us be sure that we are allocating them correctly."

The Four-Year College and the Accelerated High School Student

In general, the four-year colleges have been quite conservative in arranging for college courses previous to high school graduation, whether in the form of regular class work or in the Advanced Placement Program of the College Entrance Examination Board. U.C.L.A. is experimenting with university courses for credit taken by regular 12th grade students at Beverly Hills and University high schools -- other colleges, with one exception, have indicated they will accept such credit on transfer.

Most of the four-year colleges, except the state colleges, have a special provision for admitting superior applicants previous to high school graduation, but no California college makes it a general practice.

University of California Policy on Advanced Standing for Courses Taken Before High School Graduation

When Pasadena established a four-year junior college, Principal Harbison requested that 12th grade students be permitted to take 13th grade courses with full credit for transfer-type courses. This was permitted on an experimental basis on the condition that the college course was not needed for high school graduation and the applicant was eligible for admission to the University on the basis of high school subjects and grades without the use of the college courses. Students who entered the University after taking some college courses in the 12th grade made better than average grades in the University and consequently in 1946 the Board of Admissions and Relations with Schools approved a general plan for the acceptance of college level courses taken previous to high school graduation if offered in an accredited college or by University Extension. The same conditions as outlined above as to high school graduation and eligibility for admission to the University were continued. The number of students who come with advanced standing of this type is not large but under pressure of the plans described in this report will undoubtedly increase.

In addition to college courses taken previous to high school graduation the University of California has arranged to allow credit for the Advanced Placement tests of the College Entrance Examination Board. However, the University wishes to be sure that the Advanced Placement program is used only by really superior students and so at

the time of admission gives only provisional credit for the three highest grades on the Advanced Placement tests. The provisional grade becomes permanent if the student in the first semester in the University achieves a scholastic average above the median of all freshman students. At the present time that median is approximately a 2.4 grade point average. (At Santa Barbara it has been a 2.2 for the past several years.) The numbers who have asked for Advanced Standing under the Advanced Placement Program have been very small, too few in fact to serve as a basis for judgment on the quality of the Program.

State College Policy on Credit Previous to High School Graduation

While no official state college policy has yet been established on the granting of credit for courses taken prior to high school graduation, the following practices have been reported:

1. Credit for work in honors or other courses taken in high school before graduation may be granted by the state college if the coursework is validated by the Advanced Placement Tests of the College Entrance Examination Board.

2. Credit for courses taken in the junior college (or other collegiate institution) by high school seniors may be granted if such units are claimed as excess to high school graduation requirements.

3. Students are encouraged to challenge for credit by examination college courses in areas in which the student has had training, if college credit in such courses has not already been granted.

In addition, San Francisco State College has, as part of its experimental study of instruction via open-circuit television, provided opportunities for selected high school seniors to enroll in college-level

general education courses before high school graduation. Credit for such courses is "banked" until such time as the student enters the state college. In the spring of 1958, English 6.1 (Basic Communications) was offered by television in seven San Francisco high schools, and Science 11 (Man on Earth) in five schools. Approximately 350 high school students were involved in these courses during the one semester. Other state colleges are enrolling selected high school students as auditors in on-campus courses for which they are fitted, on a limited basis at the present time.

Acceleration and Enrichment in the Junior Colleges

Junior college programs involving "acceleration" are practically all of the high school senior-junior college joint enrollment type. Sample replies from 39 junior colleges show 28 with such programs in operation with enrollments varying from 1 to 50 students, 7 colleges planning such programs for next year, and only 4 with no plans in this direction. Enrollment in the 39 junior colleges reporting showed 389 high school students in junior college programs, usually one class per person, and usually in early morning sections so that the student still would have a full day at the high school. Scholastic performance was uniformly reported as above average to superior.

Problems may be summarized:

1. A few junior college teachers expressed the belief that an intensified high school program would show better educational results;
2. Some high schools were unwilling to lose their best students even for part-time attendance at the junior colleges;
3. Vallejo reported a distinct falling off in the program when the junior college was moved three miles from the high school. Sacramento and Stockton students under this plan receive transportation subsidy from the Standard Oil Company, although a check of students there does not indicate that transportation is any real difficulty.

Because of the small amount of advanced standing involved, question may be raised as to whether this program should properly be called acceleration rather than enrichment. Probably no time is saved bythe student, but he does gain a greater degree of liberty in subsequently meeting specific requirements. It is probable, also, that the high school student who takes a college course may gain certain other benefits:

1. A try-out in a course of present interest, helping him to a firm decision on a college major;
2. An introduction to college methods of instruction.

Two junior colleges, Oakland and Orange Coast make provision for credit by examination. There seems at the present time no tendency for junior college students concurrently to take courses in a four-year college.

Junior college programs designed for "enrichment" are few in number. Either as electives in addition to a regular program, or as special classes for superior students, the following may be listed as examples:

Humanities Colloquium -- Riverside

Discussion Groups in Philosophy -- San Jose

Special Music Groups -- San Jose

Special Reading, Projects, Research, etc., in Science, Humanities, History -- Monterey

Special Classes in History -- Menlo, Shasta

Special Classes in Humanities -- Citrus

Special Projects in Science, Mathematics, Humanities, Social Science -- Fullerton

Most of the junior colleges give recognition to superior scholarship through membership in honor societies. Los Angeles Harbor gives special recognition through a president's reception; Palomar and others award scholarships; one junior college invites superior students to serve on faculty committees.

The Effects of Acceleration

If level of scholastic performance is used as a criterion, such evidence as we have on accelerated programs is all favorable. Scholastic performance of the 40 high school students admitted to U.C.L.A. in the fall of 1958 is 9/10 of a grade point above the average freshman.

Combined G.P.A.		3.30	
22 Men	3.39		
18 Women	3.19		
Combined Units of	A	102	45.7%
" "	B	86	38.6%
" "	C	35	15.7%
(No D's or F's)		223	100.0%

Number of Students with Average of	4.00	12
between	3.00 and 3.51	3
	3.50 and 3.01	7
	3.00 and 2.51	10
	2.50 and 2.00	8

Freshman students entering the University of California, Berkeley, with ages below 17 years and 6 months performed at a level two-tenths of a grade point higher than those between 17 years 6 months and 19 years of age. All of the reports from junior colleges that have admitted high school students to their classes report good scholastic performance.

Are there other criteria that should be borne in mind before we give full endorsement to modest acceleration? There seem to me to be some questions, about which, however, we have at the present time quite inconclusive answers:

1. Does part-time enrollment in college classes affect, adversely or favorably, the student's scholarship or activities in high school?
2. Does the high school "lose" the student who attends college part-time? If so, is such loss of any very great importance?
3. What standards of excellence should be the minimum basis for double enrollment? (Remember that in this report we are dealing only with the "academic" student.)
4. Does acceleration create problems of adjustment? Does the time of life at which acceleration takes place affect the degree of adjustment difficulty? Should the junior-senior high school period of six years be reduced to five years for the superior student?
5. Is the Conant program better for the superior student than an accelerated program?

High School Programs in Acceleration and Enrichment

The problem in summarizing the high school programs is that of deciding where to begin. San Diego, for example, has an enrichment program within regular classes and an acceleration program (transfer from 7th to

9th grade) for the able (top 3% to 8% and gifted (top 1%), and an honors course program for the able in the senior high school -- for some the honors course may also result in acceleration through the College Entrance Examination Board Advanced Placement tests. Long Beach has emphasized experimentation in mathematics -- elementary algebra and geometry in one year, and they are now concerned, as indeed many schools are, with the content of the 12th year course, and its relationship to University courses. Los Angeles reports enrichment and intensification through "Honors classes" and "Top Ability grouping" and acceleration through college classes in the 12th grade (U.C.L.A. experiment) telescoping of a two-semester course into one semester, summer program of honors courses, individual study, and Advanced Placement Tests. Bakersfield High School has a program of acceleration through which selected students will graduate in three years and two summer sessions, together with special courses in mathematics and other subjects, and a 12th grade junior college plan. Reports from district councils of the California Association of Secondary School Administrators indicate 104 high schools with accelerated, enriched or otherwise experimental programs! How may they be properly presented?

Probably the best way to present the various programs is to group them under a number of generalized classifications:

1. Enrichment
    a. Adjustments within regular classes -- the effort toward homogeneous grouping.
    b. Honors classes (gifted and able)
    c. Individual study
    d. Subject adjustment and grouping (able)
    e. Intensification of regular courses (Pasadena World History)

2. Acceleration

   a. Plans that will save a year or semester

   b. Subject acceleration

      1) Algebra and foreign language in the 8th grade

      2) College classes in the 12th grade

Many schools have had various plans for establishing homogeneous instructional groups. Such plans usually take two general directions, grouping in the core or generally required subjects, and grouping on the basis of interest or vocational objective. An example of the second type is provision for shop mathematics, general mathematics and algebra as choices in the 9th grade, with the presumption that only those able to master algebra will be registered in that course. At higher levels vocational objective -- industrial arts, agriculture, office training, home economics -- will presumably keep out of academic courses those who have no interest in college preparation. An example of the first type is the x y z grouping prevalent for many years at Sacramento, or the four track system recently incorporated at Fresno. The purpose here is to guarantee that students of approximately equal ability and desire to achieve will be in the same classes; the x y z grouping is supplemented by special interest and vocational purpose classes. For the purposes of this report, the striking thing is the number of schools making an effort toward what might be called a double X group, made up of the highly gifted. Berkeley calls these "high potential" and limits class size to 22. Delano is limiting such English classes to 20 students. Fremont high school of Oakland has classes for the "gifted" in civics, literature, chemistry and algebra, and for the "able" in English, biology and geometry. Castlemont (Oakland), Carpinteria, University High School (Los Angeles), Martinez, Porterville, Lincoln (San Francisco), Taft and others are experimenting

with special courses, frequently with subject material quite different from traditional courses. San Marino has a double classification -- AA, standing for "able" and "ambitious." Santa Ynez is making "teaching assistants" out of some of their best students. James Lick of San Jose is emphasizing a course in extensive and critical reading. Richmond classifies those above 137 IQ as "highly gifted," those between 115 and 136 IQ as "fast learners." Oakland Technical gives several kinds of special opportunities to students with 135 IQ and higher. Hanford is experimenting with an integrated mathematics-physical science program.

Several schools are experimenting with a combination of large classes with section meetings and individualized assignments -- Yuba City in U.S. History, Lincoln (San Francisco) and Alameda in civics. Shasta in social studies. Pasadena has non-credit courses in Russian, descriptive geometry, humanities, creative arts, music and forensics, and Martinez similarly in an honors seminar designed to stimulate extensive reading. Quite a large number of schools are giving special classes in mathematics in the 12th grade aimed at enrichment and intensification but not at acceleration; the most common course of this type is called mathematical analysis. (The College Board statistics program does not seem to have taken hold, yet.)

Courses and procedures aimed at acceleration are almost as varied as those aimed at enrichment or intensification. The most common types are algebra and foreign language in the 8th grade, and assignment of 10th graders to 11th grade laboratory science. University High School of Los Angeles provides for acceleration either by "skipping" the B 12 semester, or by summer session courses. Delano and Bakersfield provide a procedure for graduation from high school in three years. The problems in connection with acceleration are the fear of bad social adjustment, and the

difficulty of providing for either high school graduation or University entrance requirements. It may be worthwhile to point out in this connection that University entrance requirements are more flexible than are local requirements for high school graduation.

A rather large number of high schools report that their seniors are taking college courses at junior colleges, private colleges or at the University of California. The number of students concerned is very small indeed. less than 400 in a 12th grade enrollment of 125,941 -- just above 3/10 of 1%.

In all of these programs of acceleration, enrichment or intensification there is an element of doubt -- not doubt that each program in itself is good, but doubt that the real issues are being met. From Monrovia comes the comment, "Motivation of the under-achiever remains an unsolved problem." I have not seen a better statement of the successes and problems of the program for gifted students, including the doubts, than appears in the reports from Palo Alto.

> "Two years of experience and careful evaluation have provided much evidence about the need for a program for rapid learners and about the value and effectiveness of the program we have devised. We find:
>
> "... that the achievement of our most able students, as measured on standardized tests, is so far beyond their chronological grade placement that the regular curriculum cannot hope to offer them much challenge.
>
> "... that the brighter student not only has an absolute advantage over the average student in terms of achievement but that, given the opportunity, he will tend to increase that advantage as time goes on.
>
> "... that a higher percentage of gifted children can be accelerated into the next higher elementary grade, without damage to social or emotional adjustments, than were previously accelerated.
>
> "... that we can group gifted children in special classes for a portion of the day, or offer them special opportunities in other ways, without jeopardizing their social relationships with their peers.

"... that when we group gifted children together in special classes, their attitude toward the subject of the class and toward school in general grows more positive.

"... that participation in a special class increases the achievement of gifted children in that subject area.

"... that participation in the Gifted Child Program in even one subject area has the general effect of raising the participant's level of performance in all classes.

"Major problems yet to be solved

"Although we are satisfied that the new provisions we have made improve our offering for our most able students, we recognize that many problems remain to be solved. Some of these are the same problems with which we began; others have been created by the new directions the program has taken. Among these problems, the following are the most important:

"1. Finding more efficient means to identify our most rapid learners.

"2. Offering more effective help to the gifted child who achieves below his potential.

"3. Insuring a continuity of learning experience throughout the special programs provided at all levels.

"4. Offering special classes without disturbing the flexibility of scheduling in the secondary schools.

"5. Achieving sufficient uniformity in the program to permit evaluation and continuity without stifling individuality among teachers, administrators, and schools.

"6. Counseling our gifted students sufficiently to insure that they carry programs which are challenging enough to keep their minds alert, growing, and disciplined.

"Conclusions

"As a result of our experience and our evaluation studies, we may draw the following conclusions:

"... that there is a real need for some special provisions for rapid learners in our district program if we are to challenge our most alert students to reach the limits of their ability.

"... that the type of special provisions we have designed do offer them more of that challenge than the regular program does.

"... that some gifted students respond best to the challenge of higher standards and more mature concepts in an accelerated program, while others need a more relaxed situation where exploration does not depend on already highly developed skills.

"... that when able students accelerate within a subject area, they are stimulated intellectually and compete very successfully with older children without developing social or emotional problems.

"... that the effect of this type of program will reach beyond the students directly involved in it and tend to up-grade the total instructional program for all students.

"... that given adequate public information, the community approves these special provisions and maintains a high degree of interest in our progress."

In the reports from the high schools certain problems appear again and again. The one most frequently mentioned is that of grading in classes organized for the best students -- both parents and students frequently oppose such classes for fear eligibility for college admission or scholarships will be adversely affected. Almost all of the schools report they are grading in accord with standards in regular classes. Whether this can continue and whether grading standards in regular classes will deteriorate in the absence of the best students only time can tell. Opinion as expressed by the principals indicates that the quality of work in regular classes has been stimulated by the organization of honors classes.

A second problem that recurs again and again is the content of 12th grade mathematics. There is no unanimity of opinion in regard to the content of 12th grade mathematics in either the accelerated program or the situation in which solid geometry is being eliminated. A person who knows no more mathematics than I do has no business expressing an opinion, but sometimes one's acquaintance with a problem leads to odd suggestions -- so here's one! Drop-out is very heavy in engineering -- students strong in mathematics and physical science are urged into engineering and the choice is made with very little knowledge of what engineering is all about. It has been suggested that the course in

descriptive geometry is par excellence the course that determines whether or not the good mathematics student has a real potential as an engineer; or if descriptive geometry won't tell us, surely something else will. I suggest for the 12th year a one semester course that will test engineering potential.

I confess being a little disturbed at the general emphasis on enrichment rather than acceleration. Over the years I have seen many programs of enrichment and few of them have stayed enriched. Teachers get tired, enthusiasm lags, the administration changes or gets busy at other things, and so the program slips back to the daily level -- or should I say the deadly grind of daily assignment and daily check-up of work done or not done. To be permanently effective programs of improvement must rest on something that either administers itself or becomes permanently the responsibility of someone who feels he must make it go. A program resting on the daily work of counselors is in my opinion more likely to be permanent than one that rests on enthusiasms of teachers. Just a few days ago I said to a high school principal, "What you are doing now is excellent -- but I would like to see it five or ten years from now."

University of California Policy on Work Taken Out of Normal Sequence

The Admissions Offices of the University of California have received many letters about credit toward the pattern of required subjects for work taken out of normal sequence -- algebra and foreign language before the 9th year, or special assignment of 10th graders to laboratory science classes that must be organized as 11th or 12th grade courses. Out regular replies to these queries are as follows:

> "If on the transcript of an accredited high school, the principal has certified to the satisfactory completion of algebra and foreign language, such certification will not be questioned because of the time the course was taken. The purpose of early

"study of these courses is presumably to permit more work in mathematics or foreign language, so normally such a student will have advanced courses in those fields with which he can meet the subject requirements, and it is, of course, assumed that only superior students will be permitted to study algebra before the 9th grade."

"The acceptance of a laboratory science course as 11th or 12th grade level will not be endangered by the assignment to those classes of superior 10th graders who wish to study more science in the high school. It would be expected, of course, that only the very best 10th graders would be selected for such assignment."

The Conant Program of Intensification and Enrichment

Probably all of you have read summaries of the Conant Report, and so giving even a summary may indeed be carrying coals to Newcastle. The most remarkable thing about the Report, it seems to me, is the high degree of verbal acceptance accorded it by high school administrators and teachers -- possibly we should say they are acquiescent to the principles enunciated, without a strong purpose to put those principles to work.

The essentials of the report seem to be first a check list for evaluation of a comprehensive high school, second, a common core for all students and third, a program of studies toward which the top 15% (115 IQ and higher) of high school students are to be counseled. They are as follows:

FIRST: "A Check List to Assist in Evaluating a Comprehensive High School

"A. Adequacy of general education for all as judged by:

1. Offerings in English and American literature and composition
2. Social studies, including American history
3. Ability grouping in required courses

"B. Adequacy of nonacademic elective program as judged by:

4. The vocational programs for boys and commercial programs for girls
5. Opportunities for supervised work experience
6. Special provisions for very slow readers

"C. Special arrangements for the academically talented students:

7. Special provisions for challenging the highly gifted

8. Special instruction in developing reading skills

9. Summer sessions from which able students may profit

10. Individualized programs (absence of tracks or rigid programs)

11. School day organized into seven or more instructional periods

"D. Other features:

12. Adequacy of the guidance service

13. Student morale

14. Well-organized homerooms

15. The success of the school in promoting an understanding between students with widely different academic abilities and vocational goals (effective social interaction among students)."

SECOND: "Recommendation 3: Required Programs for All

"A. General Education. The requirements for graduation for all students should be as follows:

"four years of English, three or four years of social studies -- including two years of history (one of which should be American history) and a senior course in American problems or American government -- one year of mathematics in the ninth grade (algebra or general mathematics), and at least one year of science in the ninth or tenth grade, which might well be biology or general physical science. By a year, I mean that a course is given five periods a week throughout the academic year or an equivalent amount of time. This academic program of general education involves nine or ten courses with homework to be taken in four years and occupies more than half the time of most students, whatever their elective programs.

"B. The Elective Program. The other requirement for graduation should be successful completion of at least seven more courses, not including physical education. All students should be urged to include art and music in their elective programs. All students should be advised to have as the central core of their elective programs significant sequences of courses, either those leading to the development of a marketable skill or those of an academic nature."

THIRD: "Recommendation 9: The Programs of the Academically Talented

"A policy in regard to the elective programs of academically talented boys and girls should be adopted by the school to serve as a guide to the counselors. In the type of school I am discussing the following program should be strongly recommended as a minimum:

"Four years of mathematics, four years of one foreign language, three years of science, in addition to the required four years of English and three years of social studies; a total of eighteen courses with homework to be taken in four years. This program will require at least fifteen hours of homework each week.

"Many academically talented pupils may wish to study a second foreign language or an additional course in social studies. Since such students are capable of handling twenty or more courses with homework, these additional academic courses may be added to the recommended minimum program. If the school is organized on a seven- or eight-period day (Recommendation 12), at least one additional course without homework (for example, art or music) may also be scheduled each year.

"If as school policy a minimum academic program including both mathematics and a foreign language is recommended to the academically talented pupils and their parents, the counselors will have the problem of identifying as early as possible the members of the group. It may well be that, in the next lower 10 or 20 per cent of the boys and girls in terms of scholastic aptitude on a national basis, there are a number who ought to be guided into similar but less rigorous programs."

Note the emphasis on counseling!

Other parts of the report emphasize the necessity for intensification but for the purposes of this discussion need not be listed.

Problems and Policies

With all the experimentation that is now going on in California secondary and higher education, what should we advocate as best policy? The Conant program aims at academic strengthening of the secondary school program, and would leave no room for the Advanced Placement Program or for college courses in the 12th grade. Special programs for the gifted will remove from many high school and college classes the students who help educate the next lower levels of students -- how will the quality of work in regular classes be affected? Would it be better to have no

special classes, but achieve acceleration by requiring the superior student to take more classes? Can enrichment actually work in regular classes, not merely now, but when the present stimulus has disappeared? What should be the policy on grading in special classes for the gifted? Will grading standards in "regular" classes deteriorate as we move the best students to special classes? How early can we profitably assign a student to individual study? What special educative value derives from procedures such as "honors colloquiums," extensive reading, tutorials, lecture methods in high school? How can we stimulate student desire for the pursuit of excellence?

Anyone who feels himself competent to answer the above questions may now speak up! I do not feel so competent, but because of the charge given me by the Committee, I make bold to offer an answer. It is the same answer Webster gave Hayne and Calhoun when the South said a choice must be made between the two incompatibles, liberty and the powers of the Federal union: Webster's reply, as you remember, was liberty and union, not liberty or union. So it seems to me it is not a choice of one or the other of the above programs to the exclusion of the others, but the use of each in the situations and for the individual student where any one program seems best. Bakersfield High School may well continue its acceleration program, but also send some 12th graders to the junior college, or have one or two take University Extension courses, or even prepare a group for the Advanced Placement Program, and at the same time for other students approach the rigors of the Conant program. Decision must rest fundamentally on effective counseling, tempered by demands of budget and desires of students, parents and teachers.

In conclusion, I would make one plea. What we are concerned with here is not educational segments, compartments, and institutions, but the proper education of individuals in the shortest time possible, to the highest degree possible and at the lowest possible cost. Junior colleges and high schools must remember that though they are organized in separate districts, they serve the same community, and so A.D.A. reimbursement must not be permitted to stand in the way of the proper schooling of the able student. Four-year colleges should stand ready to take the student when all the educational indications show he should go to a four-year college. Remember, we are talking only about the best, those whose individual schooling is more important to our society than all the rules, institutions, segments and compartments with which we have hedged ourselves about!

PROGRAMS IN CALIFORNIA HIGH SCHOOLS FOR THE
ACADEMICALLY SUPERIOR OR GIFTED STUDENT
(as reported Spring, 1959, in replies to inquiry submitted by Dr. Herman A. Spindt)

The following schools submitted descriptions of special programs for superior students. This list is being distributed primarily so that schools considering special programs may, if they wish, write to other schools that have experimented with one or another type of special program.

ALAMEDA HIGH SCHOOL

XYZ groupings, grades 9-10-11. Honors courses in English and mathematics. Students of superior ability placed in separate sections, algebra & geometry. Experimental civics class, formal lectures to large group, discussion, reading, exams in smaller groups, 12th grade only.

ALAMEDA: ENCINAL HIGH SCHOOL

Same as Alameda [illegible], except no civics program.

ALBANY HIGH SCHOOL

Acceleration program for HAP (high ability potential) students in mathematics and foreign languages, starting 8th grade; also accelerate other "solid" subjects to enable HAP student to complete 5-year program in 4 years. Selection by teacher rating; upper 10%; achievement 1½ years above grade; physical & social maturity; likelihood of completing schooling at Albany HS; parental approval.

ARCADIA HIGH SCHOOL

Accelerated program in academic courses required for graduation + special classes in mathematics and science. Selection by IQ 120; tests (1.7 years & above); math prognosis tests; A & B classroom work grades; teacher & counselor recommendation.

Plans for junior college program in mathematics and science when feasible.

ARROYO GRANDE UNION HIGH SCHOOL

C.P. (college preparatory) grouping in English and history, emphasis on acceleration + depth. Accelerated sections in mathematics & Spanish. Selection by ability grouping; advice & concurrence of counselor.

ATASCADERO UNION HIGH SCHOOL

Acceleration + depth program in mathematics and science. Selection by ability and interest. Ability grouping in English.

ATHERTON: MENLO-ATHERTON HIGH SCHOOL -- see Redwood City, Sequoia UHS District

BAKERSFIELD HIGH SCHOOL

High ability groupings in all 5 areas, special classes in 9th grade social studies and English. Selection by reading level 1½ years above grade; score 120 Pintner General Ability Test; teacher recommendations. Special summer school classes for college preparatory students in algebra, English, creative writing. Selection by IQ 110; tests in reading and mathematics. Accelerated program for highly gifted, enabling graduation from high school in 3 years with 2 summer sessions. Selection by tests; scholastic records; teacher-counselor recommendations; parental approval.

Five students enrolled in advanced placement program at Bakersfield JC.

BAKERSFIELD: EAST BAKERSFIELD HIGH SCHOOL

HAP program proposed for 1959-60, mathematics, science, English, social studies.

BELLFLOWER HIGH SCHOOL

Accelerated programs in mathematics, science, for 9th & 10th grades. "Selected underclass students" may schedule junior & senior grade classes at discretion of counselor. Advanced biology class for above-average seniors. Summer school accelerated courses in Spanish, algebra, geometry; lab techniques enrichment. Proposal for special social studies program for top 20%.

BELMONT: CARLMONT HIGH SCHOOL -- see Redwood City, Sequoia UHS District

BERKELEY HIGH SCHOOL

Honors sections in English, history, mathematics in current operation, + enrichment of courses content. "HP" (high potential) students selected by teacher-counselor recommendations; outstanding academic achievement in several departments; tests; IQ. Plans for special work (field trips, etc.) in science + new senior course for very able.

Six students enrolled at U.C. Berkeley in Mathematics 3A. Plans for senior enrollment in college freshman courses in history, English, possibly science.

BEVERLY HILLS HIGH SCHOOL

Honors classes in English, foreign language, mathematics, science, social studies. Non-credit seminars in social studies, music, art, + outside discussion groups and field trips. Advanced reading groups 7th & 8th grades, IQ 130.

Program with UCLA, 23 students, 18 courses, all 5 basic areas + arts and motion picture courses.

BURBANK SENIOR HIGH SCHOOL

"More Capable Learner" program. Enrichment courses in English, social studies. Enrichment & acceleration in mathematics. Enrichment in chemistry. Selection by IQ 120; reading 2 years above grade; B or higher in beginning math; teacher recommendation; parental approval. Senior seminars in philosophy, comparative religion, the arts, same basis for selection. Open elective in literature, all grade levels.

CARMEL HIGH SCHOOL

Enrichment program, multi-track, mainly social studies & advanced language. Plans for 8th grade program at 9th grade in languages and mathematics.

Pilot program Spring 1959 semester with Monterey Peninsula College, credit to either high school or college record.

CARMICHAEL: LA SIERRA HIGH SCHOOL -- see Carmichael, San Juan UHS District

CARMICHAEL: SAN JUAN UNION HIGH SCHOOL DISTRICT

El Camino High School, Sacramento
Encina High School, Sacramento
La Sierra High School, Carmichael
San Juan High School, Fair Oaks

Programs for "students of superior ability" at 9th grade (to be extended each year until 4-year program), acceleration in mathematics & science, enrichment in "Language Arts". Classes referred to as "XL" and "1XL". Selection by tests; teacher recommendation; Otis IQ 115.

CARPINTERIA UNION HIGH SCHOOL

Newly instituted program for "Superior-Gifted Students" involving both acceleration and enrichment, all grades, all areas. Actual working programs not described.

CASTRO VALLEY HIGH SCHOOL -- see Hayward UHS District

CHINA LAKE: BURROUGHS HIGH SCHOOL

Honors program, 4-year, English, social studies, mathematics, science. Selection by tests; IQ 120; teacher recommendation.

CLOVIS UNION HIGH SCHOOL

Enrichment courses called "ECL" (Exceptionally Capable Learners) in English, social studies, mathematics. Selection by teacher recommendation; scholastic record; tests; mental ability.

One "truly gifted student" at Fresno State on ½-time basis last year, went on to Fresno State without finishing high school. No further programs with colleges reported.

COALINGA UNION HIGH SCHOOL

Programs in mathematics and English involving acceleration, enrichment, job-experience, broad curricular offerings. About 15% of pupils at each grade level in these classes. 12th year 2nd semester students may take minimum day in HS if enrolled in 1 or more college courses (about 15% do).

Program with Coalinga College for 11th & 12th grades -- two-semester experiment completed satisfactorily, program will be continued.

CONCORD: MT. DIABLO HIGH SCHOOL

Homogeneous groups. "A" classes for college preparatory students; "A" classes in English, chemistry, advanced mathematics, 10th & 12th grades. Enrichment in all college preparatory classes, advanced courses for qualified. Selection by tests; IQ 120; teacher recommendation.

CORNING UNION HIGH SCHOOL

"Pre-Engineering Math" acceleration for superior mathematics students. Selection by scholastic record; IQ 120; tests; OR "if student shows very high achievement record in math".

CORONA HIGH SCHOOL

Accelerated programs in social studies, chemistry, physics, mathematics (including Analytical Geometry & Intro. to College Math). Selection by "usual aspects of natural selection and guidance".

DANVILLE: SAN RAMON VALLEY UNION HIGH SCHOOL

Honor sections, emphasis on enrichment, in English, science, social studies. Selection by "intelligence", academic achievement in subject area, motivation (teacher recommendation). About 12% of students in honor sections. Because average IQ is about 110, "honor sections really superior".

DELANO JOINT UNION HIGH SCHOOL

Special grouping for acceleration in English, one science survey class for 9th grade "academically talented", summer school program for remedial & enrichment purposes. Special Privileges Program being developed for students of high scholastic achievement & good citizenship.

DEL PASO HEIGHTS: GRANT UNION HIGH SCHOOL DISTRICT

Grant Union High School, Del Paso Heights Norte del Rio High School, No. Sacramento
Highlands High School, North Highlands

Advanced course, acceleration & enrichment, in mathematics for 12th grade. Advanced work in English, science, mathematics, history for "academically able". Selection by ability grouping and achievement. Plans for advanced courses in languages & electronics.

Had junior college program for about 14 years until college moved to new site, about 15% of 12th grade participated, program very successful.

EL CERRITO HIGH SCHOOL

Enrichment classes in mathematics & science for "superior students". College-bound seniors attend 1 class in civics using teaching techniques similar to college level.

Six students in Mathematics 3A-3B at U.C. Berkeley (first year for this program).

EL MONTE HIGH SCHOOL

Grouping by college preparatory & advanced students, English, science, mathematics, social studies, + further grouping into advanced college and regular college preparatory.

ETNA UNION HIGH SCHOOL

Plans for definite program within a year, now being evaluated by faculty.

FAIRFIELD: ARMIJO JOINT UNION HIGH SCHOOL

"University Science and Mathematics Program". Science accelerated 1 grade, mathematics accelerated 1 grade, physical science individual class experimentation and research. For 9th & 10th grades now, adding 11th next year, 12th following year. Selection by teacher recommendation; tests; "other attributes of student & family".

FAIR OAKS: SAN JUAN HIGH SCHOOL -- see Carmichael, San Juan UHS District

FRESNO HIGH SCHOOL

"Fresno High School Plan", 4-track. Advanced for gifted. College preparatory plus enrichment & special courses (up 1 grade). Selection by counselor recommendation on scholastic record; tests; teacher recommendation.

Program with Fresno City College, college or high school credit given.

GRIDLEY UNION HIGH SCHOOL

Superior students in 8th grade accepted into HS classes for part of day.

Discussions with Chico State regarding college program.

GROSSMONT HIGH SCHOOL

"Gifted Child Program". 4-year program. Grouping in English, mathematics, social studies ,and enrichment in science & language. Selection by IQ 130; tests, teacher-counselor recommendation.

HANFORD HIGH SCHOOL

Superior student program in combined science & mathematics (2-hour class), for 11th & 12th grades, horizontal & vertical enrichment. Selection by scholastic record; IQ (rating not stated); desire to continue work in same area. Top 30 9th graders in accelerated Algebra I class to support later program. Experimental similar groupings in English, 9th & 10th grades.

HAYWARD UNION HIGH SCHOOL DISTRICT

Castro Valley High School
Hayward High School
Tennyson High School, Hayward
Arroyo High School, San Lorenzo
San Lorenzo High School

"More Able Student" program, beginning 9th grade, 3-track (seminar-special-regular in social studies, language arts, science. Breadth of interest & depth in study, + stimulus for non-achieving more able student. Selection by principal & psychologist recommendation from elementary schools (previous use of CTMM test scores discontinued). Average lower IQ limit now 130, formerly 125.

HEALDSBURG SENIOR HIGH SCHOOL

3-level grouping in most subjects, senior high. Some 9th graders taking 10th grade geometry because had been in accelerated 8th grade mathematics.

Program with Santa Rosa JC this spring, 4 students.

HOLLISTER: SAN BENITO COUNTY HIGH SCHOOL

Accelerated program in science,mathematics, English, social studies, for top 10% to 15% of each grade. More depth development in 12th grade mathematics. Plans for acceleration in foreign languages.

Have had few students in junior college, none at present.

LAFAYETTE: ACALANES HIGH SCHOOL

Accelerated 9th grade biology, following with 10th grade chemistry, 11th grade physics, 12th grade science seminar. (Experimental course open to 12 gifted). Same system in mathematics starting 10th grade ending with 12th grade Advanced Math. Selection by scholastic record; tests; IQ.

LA PUENTE HIGH SCHOOL

"PR" (Puente Recommended) program. Enrichment emphasized, but program provides acceleration also. All grades, all 5 basic areas, except no special mathematics in 9th grade. About top 10% of student body participating. Selection by tests; scholastic record; teacher evaluation; student's cumulative record.

LONG BEACH UNIFIED SCHOOL DISTRICT, SENIOR HIGH SCHOOLS

Accelerated mathematics program (begins 9th grade, junior high school), to 12th grade when start calculus "probably on City College campus" for college credit.

LOS ANGELES: FAIRFAX HIGH SCHOOL

Participant in California Experimental Study for the Gifted. Specialized classes for superior students in chemistry & humanities.

Will participate in program with UCLA in 1959.

LOS ANGELES: ALEXANDER HAMILTON HIGH SCHOOL

Participant in California Experimental Study for the Gifted. Also enrichment program (designated "E") in 10th, 11th & 12th grades, English, mathematics, science. Selection by scholastic record; IQ 120; tests; teacher-counselor recommendation.

Plans for program with UCLA Fall 1959.

LOS ANGELES: HOLLYWOOD HIGH SCHOOL

Enrichment classes in English, American literature. Honors chemistry class. "Recommended" life science II class for selected students. Special electives for superior students in English literature, foreign language, mathematics, music, international relations.

Plans for program with UCLA next year.

LOS ANGELES: LOS ANGELES HIGH SCHOOL

"X" or "Fast" enrichment and acceleration classes in English, foreign language, mathematics, science, social studies. Selection by Otis index; tests, scholastic record.

Plans for program with UCLA Fall 1959.

LOS ANGELES: UNIVERSITY HIGH SCHOOL

Participant in California Experimental Study for the Gifted. "Starred" classes (enriched) for "most able" in English, US history, life science, mathematics. Acceleration by skipping B12 semester if qualified in grade points & credits. Summer programs, 2 types, individual research or special classes.

17 students in program with UCLA.

LOS ANGELES: WESTCHESTER HIGH SCHOOL

"X" classes for superior students, acceleration + enrichment, in English, life science, mathematics, foreign language, social studies, chemistry. Selection by tests; scholastic record; teacher-counselor recommendation. Plan for summer accelerated classes in geometry & algebra.

Plan to participate in UCLA program when student selection completed.

MANHATTAN BEACH: MIRA COSTA HIGH SCHOOL

Honors courses in physics, 12th grade mathematics, English.

MARTINEZ: ALHAMBRA UNION HIGH SCHOOL

Honors seminar, 17 "outstanding seniors" selected, voluntary basis, no credit given, all social studies.

MILLBRAE: MILLS HIGH SCHOOL -- see San Mateo UHS District

MILL VALLEY: TAMALPAIS HIGH SCHOOL

Enrichment projects in science, some labs & some classes. Homogeneous grouping in English, social studies, some science, with accelerated students in "X" classes.

MONROVIA: MONROVIA-DUARTE HIGH SCHOOL

"MCL" (more capable learner) program in English, foreign language, mathematics, social studies; enrichment & acceleration, emphasis on quality rather than quantity, more depth than scope. Selection by tests; scholastic record; teacher-counselor recommendation.

NAPA: NAPA SENIOR HIGH SCHOOL

Following Conant plan as closely as possible. Ability grouping in English, social studies by counseling; in mathematics, science, foreign languages by tests, scholastic record, teacher recommendation.

43 students in program with Napa Junior College.

NORTH HIGHLANDS: HIGHLANDS HIGH SCHOOL -- see Del Paso Heights, Grant UHS District

NORTH SACRAMENTO: NORTE DEL RIO HIGH SCHOOL -- " " " " " "

OAKLAND: CASTLEMONT HIGH SCHOOL

Enrichment seminars in English & science. Advance class in chemistry + individual projects. Accelerated English honors class. German for "talented & superior, especially for those with keen interest in science".

4 students in program with Oakland City College.

OAKLAND: FREMONT HIGH SCHOOL

Enrichment program for "Gifted" in American government, American & English literature, chemistry lab, algebra theory, 11th & 12th grades. Enrichment & "study habits" program for "Academically Talented" 10th grade, English, biology, geometry.

10 students in program at Oakland City College.

OAKLAND: OAKLAND HIGH SCHOOL

"Blocked" courses in mathematics & science 9th, 11th & 12th grades, science seminar 12th grade. Advanced English literature for "outstanding" 11th & 12th graders. Selection by tests; teacher recommendations.

Participating in program at Oakland City College.

OAKLAND: OAKLAND TECHNICAL HIGH SCHOOL

Accelerated programs: 10th grade math, 11th grade chemistry. Enrichment courses: 10th grade English, 12th grade social studies & Subject A. Selection by IQ 135.

Participating in program at Oakland City College.

ORINDA: MIRAMONTE HIGH SCHOOL

Accelerated programs in mathematics starting 10th grade, science starting 9th. Selection by IQ; teacher recommendation, scholastic record.

PALO ALTO: PALO ALTO HIGH SCHOOL, CUBBERLEY HIGH SCHOOL

"Advanced Standing Program", 5 major areas, emphasis on English & science at present. Growth reported in social studies, mathematics, foreign language. Sequences begin in junior high, full scope not yet determined. Total program includes enrichment, acceleration, grouping. Selection by "individual intelligence tests".

PASADENA HIGH SCHOOL

Two programs: "high ability classes" by customary grouping in "courses within regular curriculum"; voluntary seminars "in variety of fields" meeting before and after school hours (no school credit). Emphasis on enrichment & intensification.

PASO ROBLES HIGH SCHOOL

"Gifted Child Committee" formed last year, program instituted starting with Algebra I in 8th grade. 3-track system in 12th year English, 2-track in 11th year English. Efforts centered on better curriculum for higher 20% of students in each grade rather than just for 2% "gifted" category.

PLACERVILLE: EL DORADO COUNTY HIGH SCHOOL

No current program. Pla ns for accelerated & advanced courses in mathematics and science; new breadth courses in social studies, to be separated into "general" and "academically capable" groups (IQ 115). English IV now limited to latter group.

PLEASANT HILL HIGH SCHOOL

Accelerated mathematics-science program designed to complete normal courses by end of 11th year, then advanced classes in 12th year. Selection by IQ 130; teacher recommendation; screening committee within school.

PORTERVILLE UNION HIGH SCHOOL

Ability grouping in English, science,mathematics, social studies. Course in humanities, enrichment & intensification, 11th & 12th grades. Selection by IQ 120; 2 years above grade reading; 2.5 GPA; teacher-counselor recommendation. Emphasis on selection by IQ.

PORTOLA JUNIOR-SENIOR HIGH SCHOOL

Programs in "earliest planning stage", enrichment in mathematics & science, modern languanges, humanities, also summer program for academically capable planned. Selection by tests, personal interviews, consultations re eligibility.

REDDING: SHASTA UNION HIGH SCHOOL

Accelerated mathematics program, starting 6th grade, with qualified to take geometry in 9th grade, for upper 20% (with parental approval). Studying similar plan for languages. Experimental summer school makeup & enrichment + acceleration programs.

Plans to participate in junior college program in early future.

REDLANDS HIGH SCHOOL

Enriched courses in biology 10th grade, "reading & writing" 12th grade. Advanced mathematics courses grouped for acceleration. Grouping in general, all 5 areas.

Plans to participate in program with University of Redlands.

REDWOOD CITY: SEQUOIA UNION HIGH SCHOOL DISTRICT

Menlo-Atherton High School, Atherton
Carlmont High School, Belmont
Sequoia High School, Redwood City
Woodside High School, Woodside

No specific program, but all schools have some special classes or grouping for acceleration & enrichment + special guidance in obtaining scholarships for students of unusual ability. Emphasis on English & mathematics; up-one-grade biology classes at Woodside. Participation in Berg Foundation program, advanced work in science, 10th & 11th grades. Selection by tests and/or teacher recommendation. Plans for "structured approach"; specific advanced placement program; electronics laboratory.

Have "number of students in various universities both for advanced placement and college credit".

RESEDA HIGH SCHOOL

"HH" (honors program) classes for enrichment in English, mathematics, life science, social studies. Selection by teacher recommendation; scholastic record; IQ 120.

RICHMOND: HARRY ELLS HIGH SCHOOL

Enrichment in English, geometry. Acceleration in English, mathematics, foreign

language, chemistry. Groupings by "fast learners" (IQ 115-136) and "highly gifted" (IQ 137 & above). Selection by tests; teacher recommendation; IQ; classroom performance; cumulative records.

Program in math with Contra Costa Junior College.

RIVERSIDE: POLYTECHNIC HIGH SCHOOL

Honors courses, enrichment & intensification, in English & physics. Plans to add math & social studies next year. Top 20% grouping in fast or "X" classes in plane geometry.

"Occasional" participation in program with junior college.

RIVERSIDE: RAMONA HIGH SCHOOL

Honors courses in 12th grade social studies & math for "exceptionally endowed". One section of "XX" (superior performers) at each grade in English, social studies. Emphasis on enrichment & intensification. Special six-week developmental reading course for 10th grade X & Y students.

ROSEVILLE JOINT UNION HIGH SCHOOL

From grouping in English, social studies, required science, a separate class of "most" able when possible. Summer sessions beginning this year for acceleration.

SACRAMENTO: EL CAMINO HIGH SCHOOL -- see Carmichael, San Juan UHS District

SACRAMENTO: ENCINA HIGH SCHOOL -- " " " "

SACRAMENTO: C. K. McCLATCHY HIGH SCHOOL, SACRAMENTO HIGH SCHOOL

Participation in Advanced Study Project sponsored by Standard Oil (with local junior college). Experimental accelerated classes in world literature & science projects, at college level (IQ 125) were abandoned in favor of A.S.P. Beginning Spring, 1959, advanced math to be offered to 12th graders, same IQ requirement.

SAN ANSELMO: SIR FRANCIS DRAKE HIGH SCHOOL

No definite program. Individual work with top students, "natural selection" groupings in language, math, English, science. Acceleration "in a few cases" but mostly for transfers from other schools. Experimental acceleration Spanish class.

Plans in work for "top students" to attend classes at College of Marin.

SAN BERNARDINO: PACIFIC HIGH SCHOOL

"More Capable Learner" program (under Ford Foundation Grant). Depth or "third dimensional" classes in English, science, social studies. Accelerated classes in math. 10th, 11th, 12th grades. Selection by IQ 120; tests; scholastic record; teacher recommendation.

Program with San Bernardino Valley College.

SAN BERNARDINO: SAN BERNARDINO HIGH SCHOOL

"More Capable Learner" program for enrichment & acceleration. Acceleration in math, English, history, 10th, 11th, 12th grades.

Plans for program with local colleges and/or universities in Fall 1959.

SAN BRUNO: CAPUCHINO HIGH SCHOOL -- see San Mateo Union High School District

SAN DIEGO: SAN DIEGO CITY SCHOOLS (8 senior high schools)

Honors courses 12th grade English, social studies, math, physics. Now starting "general idea of honors program" in 11th grade. Emphasis on enrichment. Selection by tests; scholastic record. Evening lectures by professors of San Diego State College, to honors students. Very extensive Gifted Child Program in elementary grades.

SAN FRANCISCO: GALILEO HIGH SCHOOL

Special courses for students of high ability in architectural drawing, astronomy, English, humanities, pre-engineering drawing, science-math seminar. Emphasis on enrichment. Selection by tests; IQ.

SAN FRANCISCO: ABRAHAM LINCOLN HIGH SCHOOL

"Superior Student" program. All 5 basic areas, including math analysis,& college math by UC Correspondence Extension Courses. Selection by "proven interest & ability" & completion of prior courses with high grades.

Program with S.F. State College, courses by TV in high school classrooms with college credit.

SAN FRANCISCO: LOWELL HIGH SCHOOL

No special program for academically-able. Concerned mostly with "adequate preparation for college" in math, emphasis on enrichment & depth, including math analysis & descriptive geometry, + math seminar. Special enrichment class in chemistry for quantitative experiments. "Intensive and accelerated" courses for top 70 seniors in English.

SAN FRANCISCO: POLYTECHNIC HIGH SCHOOL

Groupings at each grade, special classes for "those needing more challenging work". Both enrichment & acceleration. All 5 areas. Selection by scholastic record; tests.

SAN FRANCISCO: GEORGE WASHINGTON HIGH SCHOOL

Enrichment and intensification for capable or superior students, emphasis on the capable under-achiever. Identification made 1st semester of attendance from scholastic records & tests. Counseling guides the "most able" into advanced courses. 4 students enrolled in UC Extension Correspondence Courses in math. Other advanced courses in literature, composition, civics, math analysis, etc.

Experiments made with S.F. State College TV courses but found unsatisfactory from students' point of view, & not encouraged.

SAN JOSE: SAMUEL AYER HIGH SCHOOL , JAMES LICK HIGH SCHOOL

Experimental accelerated classes in math starting 9th grade Algebra I. Beginning Fall 1959, honors sequence in science for 11th & 12th grades. "Intro. to Science", college prep. level starting 9th grade, now completing 3rd year of operation. Exceptionally flexible grouping enabling student to take class best suited to abilities in any subject. Acceleration used individually. Selection by tests; scholastic record; teacher recommendation. Summer school for "bright" students.

Programs with University of Santa Clara.

SAN LEANDRO HIGH SCHOOL

Program emphasizes depth rather than acceleration. "Exceptional" classes in English, biology, geometry, US history & government. Selection by IQ 126; "college preparatory orientation"; "ambition".

SAN LORENZO: ARROYO HIGH SCHOOL -- see Hayward UHS District

SAN LUIS OBISPO HIGH SCHOOL

Acceleration in chemistry, algebra (college level), zoology, languages, English and "occasional" social studies.

Superior students attending classes at San Luis Obispo, program operating since 1946-47.

SAN MARINO HIGH SCHOOL

"AA" (able & ambitious) program in math, English, biology, chemistry, history. Stress on enrichment ("heavily"), acceleration "somewhat". Selection by IQ 125;

tests; scholastic record; counselor & teacher recommendation (stress on latter). Plans for future inclusion of Spanish, more English & algebra classes, senior seminars in science, math, English, social studies.

SAN MATEO UNION HIGH SCHOOL DISTRICT

5 schools, all programs not exactly same but developing toward similar program. Top ability level grouping in math, English, science, some areas of social studies, starting 9th grade. Selection by IQ 125; class performance; teacher recommendation. Emphasis on acceleration, breadth.

SANTA BARBARA HIGH SCHOOL

"More Capable Students" program. English & history, 10th & 11th grades, "for academically talented". Senior seminar, limited in number, student exploration in areas of special interest, considerable time at University attending special programs. Advanced placement class in Spanish this year. Work experience program.

No program with junior college this semester but have had previously & expect again in future.

SANTA MONICA HIGH SCHOOL

Honors seminar and honors courses ("XL"), college preparatory 11th & 12th graders, English, science, math, social studies, foreign language. Selection by IQ 120; tests; scholastic record (3.5 average in subject field).

Plans for program with Santa Monica Junior College for September 1959.

SANTA PAUL UNION HIGH SCHOOL

Acceleration courses in math, ability grouping in English & math. Summer school courses in biology & English for "academically capable". Selection by scholastic record, starting 9th grade.

SANTA YNEZ VALLEY UNION HIGH SCHOOL

Enrichment & special class groupings in English & social studies required subjects. Ability grouping in languages, math, science, special interest fields. 3 groups each grade, about 25% of student population in "more able" groups. Conant "Academic Inventory" used, also registration check of more able students each year. Plan for some classes for more able in summer school this year. "Teaching assistants" from 11th & 12th grades used. U.C. Correspondence Courses (high school) used.

SIMI VALLEY HIGH SCHOOL

No special classes at present, plans for next year (enrollment small, funds limited). Use of students in fields of special talent as lab instructors & special "helpers".

New program with UC Santa Barbara with "talented junior students" in special summer session, this summer.

SONOMA VALLEY UNION HIGH SCHOOL

Enrichment emphasis (some acceleration), grades 10-12. Student "takes course" by exam & receives credit by same "if qualified", then former class time used for research project, etc. Homogeneous groupings "to high degree" in English, math. Plans for two-year program of integrated physics-chemistry class. Total programs formerly "strictly on individual needs", future to include "all academically capable".

Plans for program with Santa Rosa JC soon as practicable.

TAFT UNION HIGH SCHOOL

"More Capable Learners", one class each year for about top 10% 12th grade. One period per day with 4 lectures & 1 seminar in "required social science course" includes Calif. government, math, science, lit. & the arts, social & civic problems.

Plans for program with Taft College "in future".

VAN NUYS: BIRMINGHAM HIGH SCHOOL

Limited program for "superior student", enrichment & intensification, in science, English, social studies. Selection by scholastic record; teacher recommendation; "superior mental ability".

VISALIA: MT. WHITNEY HIGH SCHOOL, REDWOOD HIGH SCHOOL

Special classes, enrichment, social studies, general science. Grouping of top students to secure superior teachers for section. Experimental program in math acceleration. Selection by "interest & aptitude tests". Program begins with identification at 8th grade.

Advanced placement program (acceleration) with College of Sequoias.

WEST SACRAMENTO: WASHINGTON UNIFIED SCHOOL DISTRICT

Nothing in operation at present, but plans for "upgrading" in areas of scientific research, philosophy, foreign languages.

WEST COVINA HIGH SCHOOL

Enrichment & "upgrading" for academically talented & superior student, math & science. Maximum interest motivation. Selection by scholastic record; interest; ability; prerequisite subject preparation. Plans for extensive expansion, further grouping, "tracking".

No program with college at present, perhaps within next 2 years.

WOODLAND HIGH SCHOOL

Nothing currently operating. Plans for acceleration next year utilizing 7-period day, for "most capable academically".

Current program with U.C. Davis: "Upper middle" seniors, once-weekly class, study of lit. & social problems described therein. "Program originally intended for academically gifted, but has not operated in that capacity".

WOODSIDE HIGH SCHOOL -- see Redwood City, Sequoia UHS District

YUBA CITY UNION HIGH SCHOOL

Four-year accelerated science and math program (including math analysis). Selection by tests; achievement 1 year above grade; scholastic record;"evidence of maturity & interest". Accelerated sections all levels for gifted students, in English & social studies; also special section 12th grade for "brightest" college-preparatory English students. Experiment with large classes (150-200) in U.S. history. Plan for specialized program next year for 11th grade gifted, U.S.history-English IIIx double period course, followed by 2-period humanities course 12th grade.

University of California
Office of Relations with Schools
Berkeley, California

April 1959
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PROGRAMS IN CALIFORNIA JUNIOR COLLEGES FOR THE
ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENT
(as reported, Spring, 1959, in replies from 45 junior colleges
to an inquiry submitted by Dr. Herman A. Spindt)

NAME OF COLLEGE	PROGRAM FOR HIGH SCHOOL STUDENTS
Auburn: Sierra College	High semester seniors admitted to one college course on college campus for college credit.
Azusa: Citrus College	Program not formally organized but every year five or six students complete the ninth-fourteenth grade program in five years through early admission to college classes.
Bakersfield College	High semester seniors admitted to one college course for college credit (Psychology 1A or English 1A). Six now enrolled.
Blythe: Palo Verde College	Selected high school seniors admitted to college courses in advanced Mathematics and Science for high school credit.
Coalinga College	(1) Superior high school seniors admitted to college courses for college credit. Twelve students have completed one or more semester courses. Mean GPA, 3.18. (2) Permit certain high school seniors who are 18 years old and have completed state minimum HS graduation requirements to enroll full time in college.
Compton College	Superior high school seniors admitted to college courses for college credit. Twenty students registered currently from two high schools. Program growing.
Costa Mesa: Orange Coast College	Superior high school seniors admitted to one college course per semester for college credit. Twenty-four students now in such courses as Psychology, Anthropology, German, Mathematics 3A, French, etc. Average GPA, 3.6.
Contra Costa District:	
Contra Costa College	Superior high school seniors admitted to one college course per semester from a designated list. Most students selected Math 3A this term.
Diablo Valley College	College courses open to "qualified" high school seniors in their senior year. Only two enrolled.
El Camino College	Originally admitted superior high school seniors to college courses as auditors and to the use of college library. Now college credit is granted. Two students currently enrolled. Extending plan to all high schools of district.
Fresno City College	Have admitted some HS students (not superior) who failed to graduate to college vocational courses to complete HS graduation. Plan program for superior seniors next fall.

NAME OF COLLEGE	PROGRAM FOR HIGH SCHOOL STUDENTS
Fullerton Junior College	Admit superior high school seniors to college courses for college credit. Permit high school junior and senior honor students to use College Library.
Glendale College	Superior high school seniors admitted to one college course per semester. Courses are restricted to English 1 and 2, Math 2, 3, and 4. Fourteen students last fall; twenty-five this spring.
Imperial Valley College	None reported.
Kentfield: College of Marin	None, but negotiations underway.
Long Beach City College	(1) High semester seniors admitted to one college class at 8:00 a.m. on college campus. Forty students enrolled last spring. Average college GPA, 2.7. (2) Junior college instructor teaches college class on high school campus upon mutual agreement with high school (two classes, Spring, 1958).
Los Angeles Harbor Junior College	"Honors at Entrance."
Los Angeles Trade-Technical Junior College	None now but discussions underway.
Marysville: Yuba College	None at present.
Menlo College	None.
Modesto Junior College	Program based on about top 4% of the X groups in high school. Admit "very able" seniors to regular college courses for part of day. Thirty-six now enrolled in Mathematics 3A, German 1, Psychology 1A, Chemistry 1A. Load ranges from three to seven college units per student.
Monterey Peninsula College	Selected high school seniors admitted to college classes for college credit on college campus. High schools and college well satisfied with program.
Napa College	Qualified high school seniors admitted to college courses for college credit. About fifty per semester so enroll. Results good.
Oakland City College	High school seniors admitted to college courses on college campus for college credit. Thirty-nine tentatively enrolled in fifty-one classes. Only those with promise to be retained.

NAME OF COLLEGE	PROGRAM FOR HIGH SCHOOL STUDENTS
Pasadena City College	Admit superior high school seniors to college courses for college credit.
Redding: Shasta College	Admit superior high school seniors to college courses for college credit.
Reedley College	Admit superior high school seniors to college courses through joint decision of high schools and college. Five enrolled, Fall, 1958. Twelve currently enrolled. Results to date, gratifying. More high schools to participate next year.
Riverside City College	Program now being developed for early admission and acceleration of high school students.
Sacramento: American River Junior College	Admit superior high school seniors to college courses for college credit upon special recommendation of high school principal.
Sacramento Junior College	Admit superior high school seniors to college courses for college credit. Thirty-two currently enrolled.
San Bernardino Valley College	Admit qualified high school seniors to college courses if specifically recommended by high school principal. Several enroll each semester.
San Diego	Program now being developed by city-wide committee. Currently, selected high school seniors admitted to extended-day classes on recommendation of principal.
San Jose City College	Program for early admission of superior high school seniors just beginning. One student now enrolled in Calculus. Special class in Physical Science being developed for next fall. San Jose Unified District has program for "high achievers" at sixth, eighth, and eleventh grades.
San Marcos: Palomar College	Hold an annual HS Honors Day. Honor awards are cash scholarships and a gold cup for winners and medals for alternates. Awards are in such fields as Music, Science, Mathematics, Secretarial Science, Business Administration, Foreign Languages, etc. Student winning award must enter Palomar College to receive it.
San Mateo, City College of	Program of admitting superior high school seniors to college courses to begin Fall, 1959.
Santa Ana College	Plans being developed with high schools to admit superior seniors to college courses next year.
Santa Barbara Junior College	Admit superior high school seniors to college courses. Two to five students per year are usually in the program.

NAME OF COLLEGE	PROGRAM FOR HIGH SCHOOL STUDENTS
Santa Monica City College	Plans being developed to admit superior high school seniors to college courses next year. One student now enrolled.
Santa Rosa Junior College	Admit qualified high school seniors to college courses for college credit. Five students currently enrolled. Courses taken include Calculus, Spanish, English, Mechanical Drawing.
Stockton College	(1) College course offered to high school seniors on high school campus. Spring, 1958, four students. (2) College courses open to superior high school seniors on college campus. Fifteen enrolled, Fall, 1958, and sixteen enrolled, Spring, 1959. Project successful. To be continued.
Susanville: Lassen Junior College	No program yet, but discussions in progress with local high school.
Taft College	Taft High School maintains seminar program for superior students. Taft College faculty participates in lectures. Program for early admission of superior high school seniors to college courses now under study.
Vallejo College	Admit superior high school seniors to college courses for college credit. Only one student now enrolled because of transportation problems.
Ventura College	Plan to admit superior seniors to college courses for credit beginning Fall, 1959.
Visalia: College of Sequoias	Admit superior high school seniors to college courses for credit. Each took one course, Fall, 1958. Performance above average. Project very successful. To be expanded, Fall, 1959.

PROGRAMS IN CALIFORNIA JUNIOR COLLEGES FOR THE ACADEMICALLY SUPERIOR COLLEGE STUDENTS

NAME OF COLLEGE	PROGRAM FOR COLLEGE STUDENTS
Azusa: Citrus College	Superior students encouraged to carry more than normal load. Plan to offer special section in English 1A for superior students, Fall, 1959.
Fullerton Junior College	Individual study projects for one unit of credit each. Offer special lecture series for enrichment.

NAME OF COLLEGE	PROGRAM FOR COLLEGE STUDENTS
Los Angeles Harbor Junior College	Honor students honored by Tea. Maintain "President's Honor List."
Menlo College	Honor section of "Western Civilization."
Modesto Junior College	Special guidance of "very able."
Monterey Peninsula College	Identify "High Academic Potential Student" (HAPS) through SCAT and CQT. Independent study projects offered for one or two college units.
Oakland City College	Experimental scholastic group for "intellectually gifted." Special benefits available: credit by examination; honors program; exchange tutoring; seminars.
Pasadena City College	Maintain several levels of college courses to meet levels of needs. Provide library facilities and materials for the very able students. Grant "Honors at Entrance."
Redding: Shasta College	Provide an honors section of American History for very able students. Superior students used as readers and laboratory assistants.
Riverside City College	Humanities colloquium for superior students. Special grouping under study.
San Bernardino Valley College	Screening procedures and grouping for levels of instruction in English, Mathematics, Chemistry, Foreign Language, U.S. History.
San Jose City College	Philosophy seminar.
Santa Rosa Junior College	Committee working on honors program in Humanities.
Visalia: College of the Sequoias	Accelerated opportunities in English and Political Science available for superior students.

PROGRAMS IN CALIFORNIA STATE COLLEGES FOR THE
ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENT
(as reported, Spring, 1959, in replies from state colleges in answer to inquiry from Dr. Herman A. Spindt)

NAME OF COLLEGE	PROGRAM FOR HIGH SCHOOL STUDENTS
Arcata: Humboldt State College	None reported.
Chico State College	Superior high school seniors admitted to college courses as auditors, and record transferred back to high school for high school credit. Twelve students currently enrolled.
Fresno State College	Fresno City Schools have an accelerated Mathematics sequence conducted by City Schools personnel.
Los Angeles State College	No program yet since no freshman or sophomore classes until Fall, 1959.
San Diego State College	Allow up to six units of credit on advanced placement examination administered to high school seniors if score is 3, 4, or 5, and if he is in upper half of his freshman college class.
San Francisco State College	Credit by examination for students with advanced study experience not in college.
San Jose State College	Allow credit for advanced study validated by CEEB Advanced Placement Examinations. Allow advanced placement for college-level courses taken in high school.
San Fernando Valley State College	No program yet since this is first year of operation of college.
San Luis Obispo: California State Polytechnic College	No program yet.

PROGRAMS IN CALIFORNIA STATE COLLEGES FOR THE
ACADEMICALLY SUPERIOR COLLEGE STUDENTS

NAME OF COLLEGE	PROGRAM FOR COLLEGE STUDENTS
Arcata: Humboldt State College	Honors courses in English, Speech, Natural Science, and Social Science.
Chico State College	Faculty committee currently studying ways to implement an already recommended program for honors students.

NAME OF COLLEGE	PROGRAM FOR COLLEGE STUDENTS
Fresno State College	Independent study program has long existed. Plans for acceleration and honors programs now under study.
Los Angeles State College	No program yet since no freshman or sophomore classes until Fall, 1959.
San Diego State College	Departmental honors program for juniors and seniors. Limited to six units per semester. Special sections in freshman Mathematics, Chemistry, and Physics for honor students from high schools.
San Francisco State College	Independent study. Ability grouping in Basic Communications and in American Institutions and Ideals. Senior honors seminar in Business.

PROGRAMS IN THE UNIVERSITY OF CALIFORNIA FOR THE ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENT

NAME OF COLLEGE	PROGRAM FOR HIGH SCHOOL STUDENTS
University of California	Forty high school students regularly registered at UCLA. Auditors in Mathematics at Berkeley and Davis campuses with eventual credit given by examination. Plans for freshman and sophomore colloquiums based on extensive reading in Physical Science, Life Science, Social Sciences, and the Humanities.

PROGRAMS IN THE UNIVERSITY OF CALIFORNIA FOR THE ACADEMICALLY SUPERIOR COLLEGE STUDENTS

NAME OF COLLEGE	PROGRAM FOR COLLEGE STUDENTS
University of California	Departmental honors programs, i.e., special studies for undergraduates.

PROGRAMS IN CALIFORNIA INDEPENDENT COLLEGES FOR THE
ACADEMICALLY SUPERIOR HIGH SCHOOL STUDENT
(as reported, Spring, 1959, in replies from independent colleges in answer to inquiry from Dr. Herman A. Spindt)

NAME OF COLLEGE	PROGRAM FOR HIGH SCHOOL STUDENTS
California Institute of Technology	No planned program at present for high school seniors.
California Western University	None reported.
Claremont Men's College	No advanced credit for work done in high school. Advanced placement based on Advanced Placement Examination. Admit superior high school students to college course without credit.
Chapman College	Plan for early admission of superior high school students at end of junior year approved. None enrolled currently.
College of Holy Names (Oakland)	No program yet, but discussions underway with neighboring high schools.
Immaculate Heart	Grant advanced placement but not credit for advanced study.
La Sierra College	No program at present, but sympathetic to acceleration.
Mills College	Grant advanced standing credit for advanced study validated by Advanced Placement Test. Admit non-high school graduates under special conditions. Three enrolled currently.
Occidental College	Grant advanced standing credit or placement for advanced study validated by CEEB Examination. Four students this year. Grant "Honors at Entrance."
Pacific Union College	No program at present but one under study with high schools.
Pasadena College	President's scholarships for entrants in top 10% of their high school classes. Grant early admission to high school students with fifteen units. Thirty-five to forty students involved.
University of Redlands	Grant credit for advanced study when validated by CEEB Examination.
San Francisco College for Women	Now negotiating to offer college courses for superior students in twelfth grade.
Scripps College	Admit as auditors superior high school students prior to graduation.

NAME OF COLLEGE	PROGRAM FOR HIGH SCHOOL STUDENTS
Stanford University	Grant advanced placement and advanced credit for advanced study in high school with departmental approval. About thirty students each year are involved.
St. John's College	Early admission from high school possible but no current cases.
University of San Francisco	Admit superior high school seniors to college classes for college credit. This semester three are enrolled in American History and ten, in Analytic Geometry. Mid-term grades indicate the project is a success.
University of Santa Clara	Approve advanced placement with credit if validated by CEEB Examination. None enrolled at present; one, last fall.
University of Southern California	No report.
Westmont College	No program yet.

PROGRAMS IN CALIFORNIA INDEPENDENT COLLEGES FOR THE ACADEMICALLY SUPERIOR COLLEGE STUDENT

NAME OF COLLEGE	PROGRAM FOR CCLLEGE STUDENTS
California Institute of Technology	Ability sectioning, particularly in lower division courses; honors work; supervised research.
California Western University	Accelerated course in freshman English. Acceleration in Mathematics under consideration.
Claremont Men's College	Upper division honors program involves about 10% of senior class. Independent study program involves 2-3% of the student body.
Chapman College	No program now operating but honors program under study.
College of Holy Names (Oakland)	Honors program in English. Special honors opportunities in History and Foreign Language for individual seniors. Departmental offerings of 199 courses for superior students. Discussing special sectioning for freshmen.
Immaculate Heart	Plan to admit superior students to honors program before junior year.

NAME OF COLLEGE	PROGRAM FOR COLLEGE STUDENTS
La Sierra College	Honors program being inaugurated for superior juniors and seniors (directed reading, research, independent study). Allow some waiver examinations to satisfy certain curricula prescriptions but no credit allowed.
Mills College	Independent study up to six units in junior and senior year.
Occidental College	Special sectioning in freshman English and Speech. New honors program to start Fall, 1959.
Pacific Union College	No program yet but matter being studied.
Pasadena College	Special sectioning in freshman English. Special opportunities in science for the very able student.
University of Redlands	Program combines features of tutorial, independent study, and honors program. Now enrolls three seniors, four juniors, fifteen sophomores, and twenty-two freshmen; acceleration.
San Francisco College for Women	A four-year honor program now in its sixth year of operation. Now planning a Master of Arts program for the very able students.
Scripps College	Lower division seminars for the specially qualified. Thesis project of double course value for superior seniors. Many individual opportunities throughout all four years because of small classes.
Stanford University	Honor sections of specific courses for intellectually superior students; departmental honors programs for superior majors; interdepartmental interdisciplinary honors programs.
St. John's College	Honors courses; enrichment opportunities; special groupings of first-year students.
University of Southern California	Current honors program under study for possible improvement. Twenty-five to thirty in the program now. Special section for superior students in American Civilization and Institutions: thirty students. Special sectioning in English and Foreign Language based on tests.